DOCUMENT RESUME

ED 289 223 EA 019 677

AUTHOR Magendzo, Abraham; And Others
TITLE Private Education in Chile under the Military Regime (1973-1986).
PUB DATE Apr 87
NOTE 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
PUB TYPE Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Conflict of Interest; *Educational Policy; Elementary Secondary Education; *Foreign Countries; Government Role; *Government School Relationship; Higher Education; Ideology; Political Socialization; Politics of Education; *Private Education; Private School Aid; Private Schools; School Administration; Social Discrimination; *Totalitarianism
IDENTIFIERS *Chile

ABSTRACT

This paper analyzes the development of private education in Chile since the military coup of 1973, in the context of the military regime's neoconservative political and ideological aims. Despite these professed aims, copious evidence is presented to suggest that the need of an authoritarian state to maintain "national security" by suppressing all dissent has led to a serious discrepancy between the professed aims of the regime and its need for total ideological control of private education. These contradictions are expressed in three fundamental ways. First, despite the discourse on freedom, the state reserves for itself the right to legislate and control all aspects of education, both administrative and curricular, and a national system of supervision at the regional level has been installed to monitor and evaluate the schools and control the aid given to private institutions. Second, the private sector has assumed responsibility for educational services in a partial and fragmented way. Since profits are given preference over community service, the number of subsidized institutions has increased in urban areas but has declined in the rural areas, where educational services are needed most. Third, the transference of the privatization plan to the totality of the educational system has wrought a discriminatory system of state financing for education at all levels, along with reduced salaries and loss of tenure rights for teachers. All these practices have brought about a deterioration in the quality of education. Appended are a series of statistical tables, along with organizational charts illustrating the structure of the Chilean educational hierarchy.(TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

piie
programa interdisciplinario de investigaciones en educación

ED289223

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Abraham Magendzo

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PRIVATE EDUCATION IN CHILE UNDER THE MILITARY REGIME (1973-1986)

Abraham Magendzo
Loreto Egaña
Carmen Luz Latorre

Paper presented to the American Educational Research Association 1987 Annual Meeting. April 20-24, Washington, DC., USA.

EA019677

Eliodoro Yáñez 890
Teléfonos
74 6656 - 49 6644
Télex: CK 340412
Santiago - Chile

BEST COPY AVAILABLE

piie
programa interdisciplinario de investigaciones en educación

PRIVATE EDUCATION IN CHILE UNDER THE MILITARY REGIME (1973-1986)

1. The Subsidiary State

The development of private education in Chile since the military coup of 1973 should be understood in the context of the political and ideological principles which the regime has developed with the purpose of substantiating what has been called the "new Chilean institutionality". Since the beginning of the military regime there has existed a clear intention of redefining the role and nature of the state. Consequently the concept of a "subsidiary state" has been conceived according to neo-conservative premises.

Accepting Hayek's and Friedman's postulates, the "Chilean ideologists" have stated that in a free-market society it is imperative to withdraw the state from the management of the educational system, as well as from other social sectors, the economy, health, etc. The assumption is that private enterprise should undertake this responsibility, and the state should only intervene in a subsidiary manner, in those areas or aspects where the private sector is not assuming an active role.

Eliodoro Yáñez 890
Teléfonos
74 6656 - 49 6644
Télex: CK 340412
Santiago - Chile

The Declaración de Principios de la Junta de Gobierno is very clear in this sense. It states that the respect for the principle of subsidiarity represents the key to the enforcement of an authentically free society. By contrast, the greater the degree of statism that affects a society, the less effective freedom it experiences, no matter how extensive the exercise of political rights.

Concepts like freedom and autonomy are tied to the subsidiary role of the state. In the neo-conservative ideology of the regime "a society of free people is only possible when the state assumes the tasks that by nature could not be performed in an adequate way by the private sector 1/. Autonomy could only be reached by transfering those tasks to the intermediary society". "The state as a major society cannot invade the sphere of action of the individual person, the family, or other minor societies, because those are self-sufficient to achieve their own objectives" 2/.

The subsidiary and supplementary role of the State should be specifically oriented to all those people or groups who are unable to satisfy the basic

---

1/ Declaración de Principios del Gobierno de Chile, marzo 1974; p. 17-18.

2/ Leturia, Javier: Definición Política del Grupo Nueva Democracia, Discurso Rev. Realidad, Año 2, N° 2, julio de 1980; p. 42.

necessities by their own means ... 3/.

In terms of education, it is postulated that it is the preferential right and duty of the parents and entities that they freely create or back as an extension of their own rights. The scope of state activity is visualized "within the efforts carried out by the state in order to better the quality of life of the poorest sector. Implicit is the concept that they must be educated to the real measure of their developmental possibilities 4/. "The poorer sectors should not be left without sufficient education to permit them to leave the circle of misery, nor should the assimilation of values that correspond to the models of unattainable lives be fomented in them" 5/.

It seems that an individual's liberty, his capacity for autonomy, is conceived only for those who can fully participate in the process of development, in other words, compete in the free-market. Consequently, the subsidiary action proclaims the non-coercion of the market and any intervention that changes the rules of the game is not allowed. The subsidiary action for those who remain at the margin of the market, materializes through completion. That is, through government

---

3/ ODEPLAN, Informe Social 1981; p. 3.

4/ ODEPLAN, Informe Social 1984-1985; p. 21.

5/ Idem p. 21.

subsidies that provide the bare minimum. It should be pointed out that the option for a policy of subsidies has substantially modified the traditional role of the state, introducing fundamental alterations in the educational sphere alongside a vigorous state system of education. Private education is not given the same opportunity to develop as in earlier periods. Instead it is invited to share in the task of education on equal terms with a state that seeks to withdraw from the management of the educational process.

The relationship between the state and private education has been affected by the neoliberal doctrines that have been outlined. However, superimposed is an authoritarian state that sustains itself on the principles of national security that are not limited only to the defense of territorial integrity but are considered "the protector of the essential values of the soul or of the national tradition". National Security determines that the new institutionality must be able to defend itself and be vigilant of those who attempt to destroy it. The questioning of these values by persons or groups is declared illegal and condemned.

2. Central aspects of the development of private education: A critical focus

The union of both doctrines: neoliberalism and national security, bestow upon the development of private education under a military regime, particular characteristics that are not free of tensions, conflicts, or

serious contradictions. Among the more significative characteristics the following can be mentioned:

1. Discrepancies between the discourse on freedom and the mechanisms of control.

2. The partial and fragmented assumption of the responsibility of the educational services by the private sector.

3. The transference of the privatization plan to the totality of the educational system.

1. Discrepancies between the discourse on freedom and the mechanisms of control

One of the more definite characteristics of the debate concerning private education during this period has been the permanent contradiction existing between the discourse employed by the regime granting private education autonomy and independence, and the different mechanisms that have been created to control and supervise it. It seems as though the ever present conflict between the neoliberal doctrine and national security has fully penetrated private education. A framework has been created in which the discourse of freedom and the autonomy of private education is just another mechanism that the regime uses to assure itself that the principles of national security remain present. The contradictions acquire distinct different and varied expressions.

a) State Legislation

The State (Ministry of Education, Ministry of the Interior, Finance, etc.) reserves for itself the right to legislate and control education in all its aspects, that is, administrative and organizational aspects, as well as those pertaining to the curriculum 6/. It turns out that the spaces of autonomy that are offered to private education remain circumscribed to the internal administrative functioning of the educational institutions, and to the contractual relations that are established with the teachers. Moreover, the legal regulations that are elaborated by the regime are applied indiscriminately in the state educational system (fiscal and municipal) as well as in the private educational system. In this manner, with an apparently uniform legislative stance, the state permits itself to penetrate into all the tasks of the private education.

b) Mechanisms of Supervision

As the state stimulates privade enterprise to take over the educational system, it also gradually creates the mechanisms of control. In 1982, the Ministry organized a national system of supervision located at the Direcciones Provinciales (a total of 39 in the country, with more than 900 supervisors) that is

---

6/ Compendios de Normas, República de Chile, Ministerio de Educación, Dirección de Educación, 1984; 1985; 1986.

responsible for the technical-pedagogical supervision of educational institutions, and for the inspection and control of the aid that is given to private gratuitous institutions (Supreme Decree 3245, October, 1982).

The institutions under this system of supervision have repeatedly denounced that through this mecanism, the Ministry of Education acts disproportionately, limiting the freedom of instruction 7/.

On the other hand, the ministerial authorities have shown that subsidized institutions in particular seek a series of subterfuges in order to commit serious irregularities in the fulfilment of the legislation in force. Metaphorically it could be said that a real game of "cops and robbers" is created, in which the cops, in addition to punishing the robber, create the conditions for the burglary to be committed.

c) The System of Evaluation

Another of the ways that the Ministry of Education possesses to control private education is the system of evaluation. The different decrees and regulations of evaluation that have emanated from the Ministry of Education (Decree N° 164 of 1974; Decree N° 133 of 1977;

7/ G. Alberto Vásquez Tapia: Características, Aplicabilidad y Problemas de la Normativa Educacional, Revista de Pedagogía N° 28, FIDE, Noviembre 1985; p. 273-281.

Decree N° 2038 of January, 1979; Decree N° 2088 of August, 1974; Exempt Decree N° 62 of March, 1983) establish precise norms on the number and type of grades that must be given; the type of tests and their frequency; the types of promotion and failure of students; etc. In addition, private institutions are obligated to send the lists of students with their grades to the Ministry of Education and its decentralized organisms.

d) Interference in Administrative Aspects

State interference in the organization and administration of educational institutions is notorious. At the beginning of the military rule, the ministerial organisms and the Military Institutes exercised direct control over the schools, regulating their operation, and giving them absolute power over all teachers (Circular N° 41, August 19, 1974). Later on, Decree N° 29, January 9, 1975, determined which assemblies and holidays must be celebrated by schools. Among other things, it was further stipulated at this time (Article N° 7), that "all fiscal as well as private institutions must put in a place of honor the portrait of the supreme head of the Government of Chile". Although many of the established measures have suffered modifications, at the present time it is the Ministry of Education (Decree N° 933, 13th of September, 1983) that determines the scholastic calendar, the holidays that are to be observed, requiring that "activities not strictly related to educational development are not to take place without the authorization of the Regional Ministerial Secretary of

Education (a decentralized organism of the Ministry of Education). Further, the functions of the parent associations, as well as the student centers of the institutions are completely regulated by the Ministry of Education (Decree N° 632, 20th of February, 1982).

e) Normative Changes

An indirect mechanism that the Ministry of Education has consciously, or unconsciously employed in order that private institutions continue to depend on the central organisms, has been the constant changes in the normative regulations. In fact, the system has been subjected to continuous modifications in terms of administrative aspects as well as those pertaining to curriculum. This has had a particular impact on the requirements necessary for the recognition of private institutions as organisms that cooperate in the functions of the State 8/, creating true chaos, and normative anarchy.

Educational institutions must permanently consult the Ministry on procedures in order not to commit errors subject to serious sanctions, that may even lead to the shutting down of the school. In this manner, they often become dependent on the arbitrariness of the authorities.

8/ A private educational institution that wishes to be accredited must be recognized as a cooperator in the educational duties of the State. The State has the power to withdraw this recognition if certain legal requisites are not fulfilled.

One can easily conclude then, that if the State manifests his intention to place the educational system in the hands of the private sector, it elaborates different systems to assure itself that private education is predisposed to follow the orientations that emanate from the governmental organisms. The reason being, that the state fears losing ideological control.

2. Partial and Fragmented Assumption by the Private Sector of Educational Services

The State's design for the private sector's take-over of the educational services has been characterized by its fragmentation, partiality, and caution. The facts reveal the following.

a) Veiled Intentions

In the existing authoritarian and repressive scheme, without any mechanisms of participation, it is licit to consider that there does not exist at the governmental level any real intention to concede the space and conditions for the private sector and community organisms to take charge of the educational system. It appears as though the real purpose of the government is political: to atomize the educational system rather than to promote the authentic participation of the citizens in an educational effort.

b) Fragmented Assumption

It is possible to observe that the private sector assumes the responsibility for the educational system only at the levels where the state fully trusts that this sector offers guarantees and complete reliability. Such is the case in technical-professional education that has been transfered in its totality from the State to corporations or private enterprise. Also, in the case of institutions that are profitable and that assure a financial return for the investment made. This would include education at the post-secondary level: centers of technical formation, professional institutes, and private universities that charge their students high fees (see Table N° 1 and N° 2).

Generally, although it can be pointed out that in private schools there has been a sustained growth in the enrollment at the primary and secondary levels in the last nine years (accentuated in the last four), in global terms, these figures barely surpass the percentages reached in the years 1954-1964 (see Graph N° 3). This fact by itself is symptomatic since it clearly reveals that a process of privatization, as has occurred in the technical-professional sector at the secondary level, does not occur in primary and secondary education. It must be stressed that even a sector, such as the Catholic Church, has not increased significantly the number of its schools, paid or subsidized, as was hoped.

Different hypotheses can be contrived in order to

explain why the private sector does not take over the educational system. Among these: low profits in the educational sector as opposed to other productive sectors; lack of interest in the private sector to take charge of education due to the municipalized system's ideological interpretations, and an interest on the part of the Church to intervene in socially relevant areas, such as urban marginalized areas; excessive intervention and control by the state of private education; etc.

c) Objectives of Profit

As previously shown, in historical and global terms, the growth of private education at primary and secondary levels has not met the expectations of the regime's discourse. Nevertheless, a relative growth in subsidized private education can be observed in the last six years (see Graphs N° 3 and 4). Thus the percentage of increase in private education is a result of the policy of subsidies. In other words, at the primary, as well as the secondary level, as long as the state makes a financial contribution, the private sector is interested in opening and maintaining educational institutions in which profits are given preference over community service. This conclusion is reaffirmed when one observes, for example, that in the Metropolitan Region (Greater Santiago), the number of subsidized institutions increases in the urban areas where a high student enrollment can be attained 9/; but

9/ One should not forget that the government subsidy is received for the number of students enrolled.

drops considerably (30%) in rural areas where there is low enrollment (see Graphs N° 5 and 6). In this manner the private sector concentrates in those areas that guarantee the highest profits, leaving aside those that due to reasons of enrollment do not provide any profit.

3. The Transference of the Privatization Plan to the Totality of the Educational System

One of the more radical changes that the government has introduced has been the administrative decentralization of the educational system. In effect, during this period the Ministry of Education has been reorganized, creating the Regional Ministerial Secretariats of Education (a total of 12, one for every regions into which the country has been divided, in addition to the Greater Santiago-Metropolitan Region), and the Direcciones Provinciales de Educación (a total of 12). Further, all of the administrative functions that formerly belonged to the Ministry of Education have been transferred to the Municipalities (see Graphic N° 7). This process of decentralization has been based equally on neoliberal principles and national security, and therefore it has become bound both theoretically and pragmatically to the schemes that orient the privatization of the educational system. In this way, the relationship that the state establishes with the decentralized organisms, as well as the style that these employ in the administration of the educational system, are impregnated with the logic of the "free-market", and with the hierarchical supervision of their work. In other words, as one might expect this logic not only

penetrates the private sector of the educational system but also the public sector as well. In this manner, the historical tradition of Chilean education is drastically broken.

As alluded to earlier, the reasons that motivate the regime to introduce privatizing elements into the public sector are based on neoliberal principles and national security. It is a deliberate attempt to place the educational system at the service of the social reproduction of an ideological model that centers around private property. The educational system must, in its actions, reproduce a set of values that generate principally the productive and economic apparatus.

The privatizing elements in the educational system basically manifest themselves through the financing of the educational system and the regimen of the teachers.

a) System of Financing

The State's contribution to the educational system is fully sustained on the basis of principles that are privatizing and discriminatory. At the post-secondary level, the State provides financial contributions only to a reduced sector, disregarding private institutions (see Table N° 8) that are then forced to offer less prestigions alternatives, at times of lower quality and at higher prices. Because of the latter, Private Universities, Professional Institutes, and Centers of Technical Formation cannot enroll students from the popular sectors who are unable to pay the fees demanded.

The State's tendency is to diminish gradually the direct contributions that it provides to some of the institutions of higher learning (Universities and Professional Institutes), creating mechanisms of indirect financing (see Table N° 9). Among these are the quotas of resources that are granted proportionally for the number of students enrolled with high scores in the university entrance exams. There also exists a "University Fiscal Credit", directed toward financing partially or fully students with little resources. A student who accepts this loan becomes a debtor to the national treasury for the amount paid by the state to the university.

As one can see, both mechanisms can be placed in a privatizing line very foreign to the historical tradition that the state had for financing higher education. The universities which are able to recruit students who have obtained high scores on the entrance exams and, who generally come from a higher socio-economic class, are rewarded. On the other hand, students with little recourses are obliged to repay a loan that is beyond their means.

To finance education at the primary and secondary levels, the State has developed the fiscal subsidy that is granted both to municipal institutions, and to gratuitous private institutions. In other words, those educational institutions that in the past were run by the Ministry of Education, and have now been handed over to the Municipalities, still remain within the state apparatus, and are granted

funding for those students that attend classes on equal terms with gratuitous private institutions (see Graph N° 10). In the free-market, both the municipal and the gratuitous private sector compete in order to attract a clientele. This competition has sometimes reached such an extreme, that the most obscure mechanisms are sought in order to guarantee the state subsidies for themselves 10/. Under these conditions in both sectors there is an effort to optimize the resources granted via subsidies in order to procure an economically viable functioning of the educational process. This is achieved through a stable enrollment of forty-five students per class (the maximum legally allowed), through drastic reductions of costs through low teacher salaries, and through the minimum implementation of the scholastic infrastructure.

It should be pointed out that state subsidies were frozen in 1981, which produced budgetary restrictions and high deficits affecting both municipal institutions, and gratuitous private institutions (in 1984 the municipal deficits reached 742 million pesos). To the first case, in order to cover the deficit, the government was granted additional aid, or demanded a reduction of the teaching peronel (recently, in January of 1987, more than 8,000 teachers were dismissed, in many cases using political criterion). The latter, that is, the gratuitous

---

10/ In one case, a child was rewarded with a pair of shoes for his attendance at school; the right shoe in March and the left in December.

private institutions, have had to lower the salaries of their instructors, or shut their doors.

b) Working Regimen of Teaching Personnel

One of the aspects in which the privatizing character of Chilean education has been overwhelmingly felt is in the working regimen of the teaching personal.

In this first place, it must be pointed out that with the transference of the educational institutions to the municipalities (Decree N° 3063 of June, 1980) the teachers in this sector were included in the social security system and wage and salary scales that are enforced in the private sector. In this way, the teachers in the municipal sector lose their condition as employees of the state, being included under the jurisdiction of the norms of the Work Code of the Plan Laboral (D.L. 2,200 and Law 18,018). Concretely, this means that each Municipality is considered a "private enterprise" that negotiates in an independent, and sometimes arbitrary manner the working conditions of its personnel. This, which in some countries may seem natural and desirable, in the Chilean context has not only broken a long historical tradition tending to assure tenure for teachers, but also has produced job insecurity, and unjust and arbitrary dismissals that on many ocasions have been based on political reasons. It must not be forgotten that the mayor, who heads the Municipality, is a public official dependent on the Ministry of the Interior, and is appointed to his post by the President of the Republic.

The government organisms (Ministry of Education and Ministry of the Interior), given the multiple irregularities and arbitrariness, have found themselves with the need to create legislation that regulates appointments, contracts, vacations, and holidays, as well as salaries and social security. With respect to this latter aspect, it must be stressed that the municipalities have employed discriminatory mechanisms in the remuneration of their personnel that is, in the raises and indemnizations, observing important differences in salary between municipalities (see Table N° 11).

The situation of those teachers that work in the private sector as such is even more dramatic. The laws of supply and demand in the context of the free-market, leave the instructors completely defenseless.

In virtue of the laws in force: Decree 2,200, June 19, 1978; Law 18,018, August 14, 1981; the rights and obligations of the teachers, as well as of all the other workers in the private sector, are stipulated through a contract between them and their employers. The previously mentioned laws repealed a series of benefits that the educators in the private sector had achieved in the past. For example: the employer's responsibility to pay a basic minimum wage (there is evidence that there are teachers who, working full time, earn less than $ 8,000 a month, or 40 US. Dollars); the automatic renewal of contracts, yearly bonuses; etc.

From 1981 on, there have been readjustments and bonuses established for the teachers of the fiscal and muni

cipal sectors but on only two occasions (1981, 1983, have these measures been extended to the private sector (see Table 11: Average salaries).

The working conditions of teachers are particularly grave in the sector of gratuitous private institutions that receive state subsidies, and that are located in low income communities. Given that many of these institutions are set up as private profit-making enterprises, their supporters profit at the expense of low wages, the dismissal of teachers with years of experience, and by committing irregularities with regard to labor laws, all of which has direct repercussions in the quality of education offered. It is in this sphere, that the conception of the free-market has had its greatest negative impact, and where the principle of privatization to achieve a high degree of freedom of choice becomes fallacious and dehumanizing.

piie
programa
interdisciplinario
de investigaciones
en educación

odoro Yáñez 890
Teléfonos
6656 - 49 6644
lex: CK 340412
Santiago - Chile

A N N E X

TABLE N° 1

Total Enrollment and Vacancies in the First Year of the Higher Education: 1965-1984

Year	FISCAL SUBSIDY		PRIVATE SUBSIDY		TOTAL	
	Total Enrollment	1st. Year vac.	Total Enrollment	1st. Year vac.	Total Enrollment	1st. Year vac.
1965	41.801				41.801	
1970	76.979	24.321			76.979	
1974	144.523	*42.566			144.523	
1975	147.049				147.049	
1976	134.149	34.542			134.149	
1980	116.962	32.954			116.962	
1981	115.775	31.743	12.809	10.556	128.584	42.299
1982	119.392	31.731	36.979	26.141	156.371	57.872
1983	121.950	32.355	50.163	40.199	172.113	72.554
1984	124.313	34.447	60.121	57.587	184.434	92.034

Fuente: Anuario Estadístico, Consejo de Rectores
Dcto. de Trabajo CPU.

TABLE N° 2

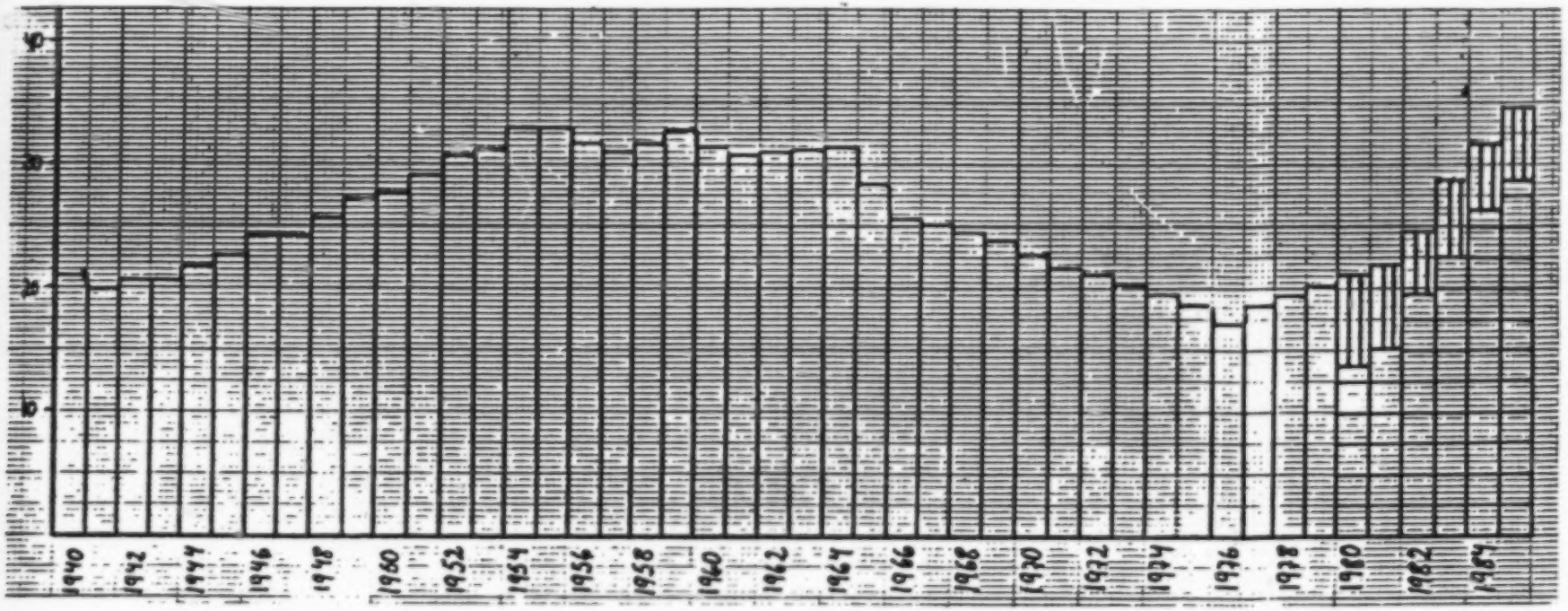
Number of Institutions of Higher Education
(1980-1984)

	1980	1986
Universities	8	23
University Branches	32	12
Professional Institutes	—	23
Branches of Professional Institutes	—	7
Vocational Centers	—	112
Branches of Vocational Centers	—	92
TOTAL	40	269

GRAPH N° 3

EVOLUTION OF ENROLLMENT IN CHILE OF FORMAL EDUCATION-PRIVATE EDUCATION-SUBSIDIZED-AND NON-SUBSIDIZED

Levels: Pre-school, Elementary (general and special schools), Secondary scientific-humanistic and vocational
(Percentages)

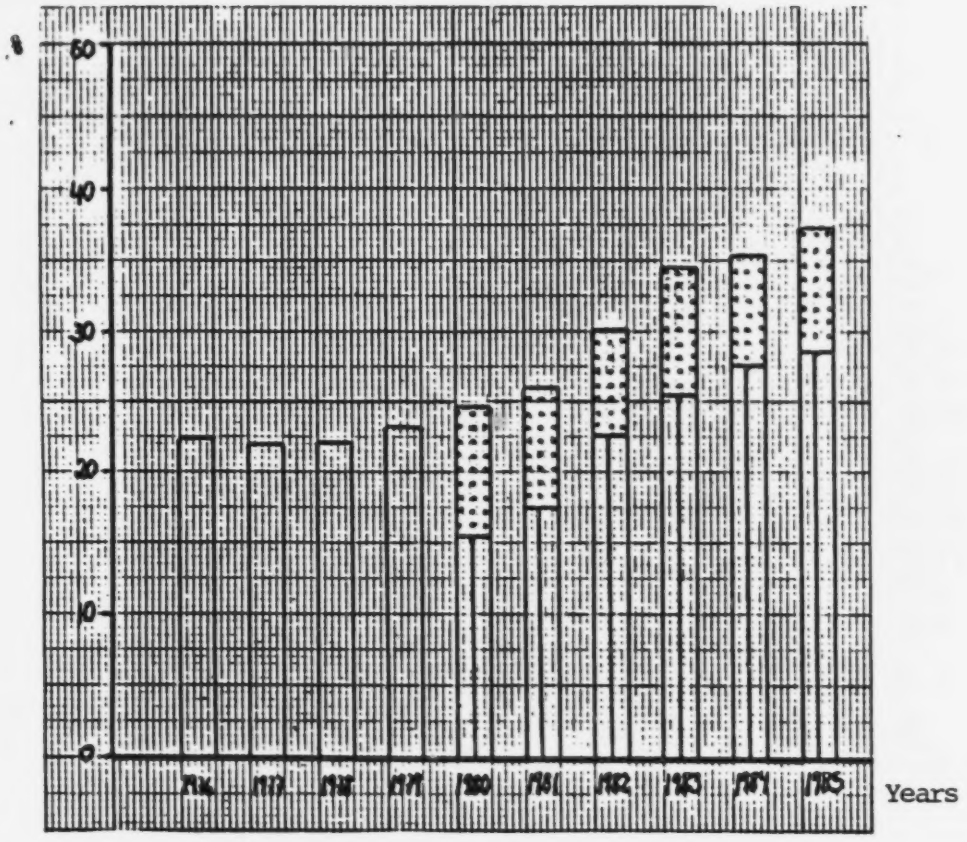


Private
Private Subsidized
Private Non-Subsidized

TABLE N° 4

PRIVATE INSTITUTIONS

Levels: Pre-school, Elementary (general and special schools), Secondary (scientific-humanistic and vocational).
(Percentages)



Private

Private Subsidized

Private Non-Subsidized

GRAPH N° 5

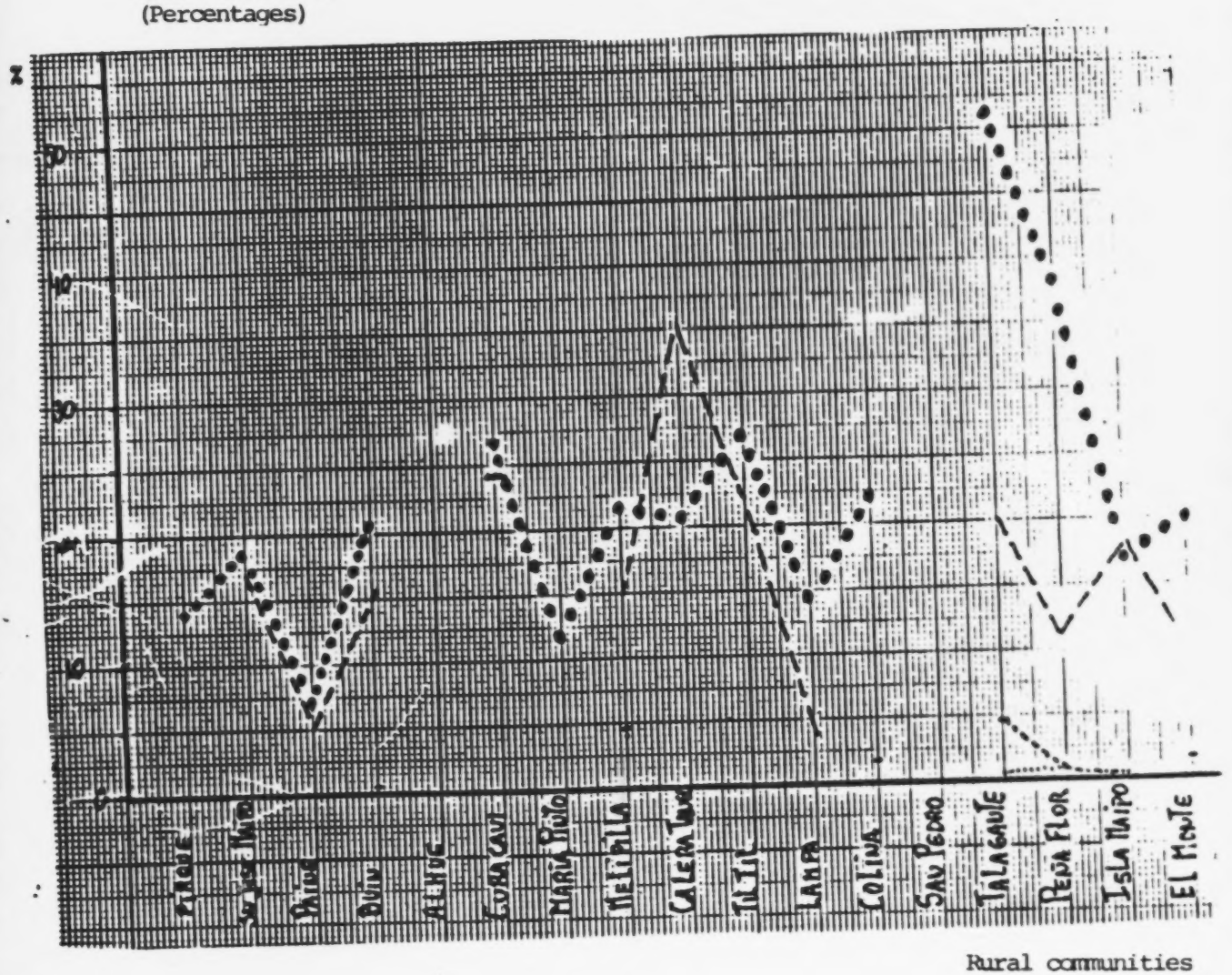
ENROLLMENT FORMAL EDUCATION METROPOLITAN REGION. RURAL COMMUNITIES

Private Sector: Subsidized and Non-Subsidized

Levels: Pre-school, Elementary (general and special schools),

Secondary scientif-humanistic and vocational.

Years 1981-1985
(Percentages)



Rural communities

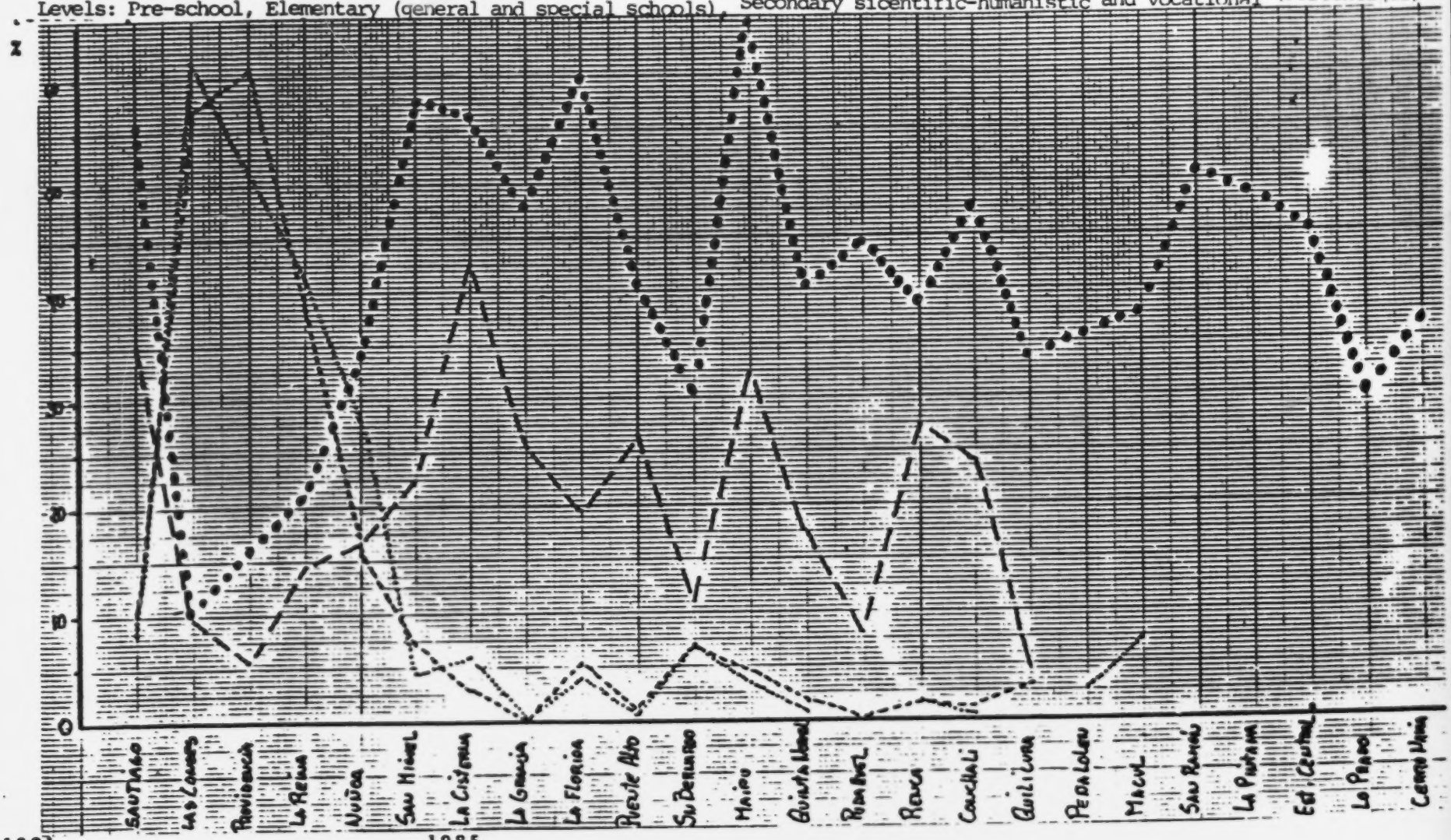
1981
Private Subsidized — — —
Private Non-Subsidized -------

1985
Private Subsidized • • • •
Private Non-Subsidized .....

GRAPH N° 6.

ENROLLMENT FORMAL EDUCATION METROPOLITAN REGION. URBAN COMMUNITIES.

Private Sector: Subsidized and Non-Subsidized
Levels: Pre-school, Elementary (general and special schools), Secondary sicentific-humanistic and vocational (Percentages)



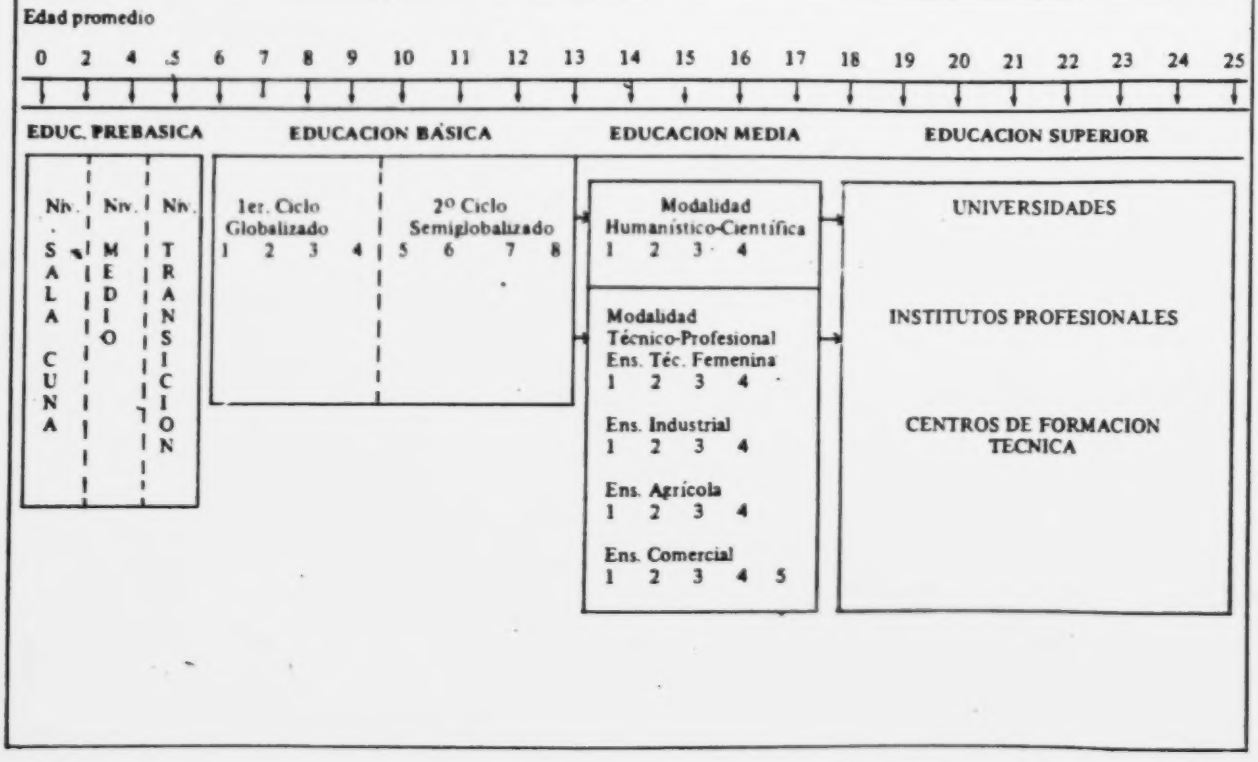
1981
Subsidized — — —
Non-Subsidized - - - - -

1985
Subsidized • • • •
Non-Subsidized .....

-9-

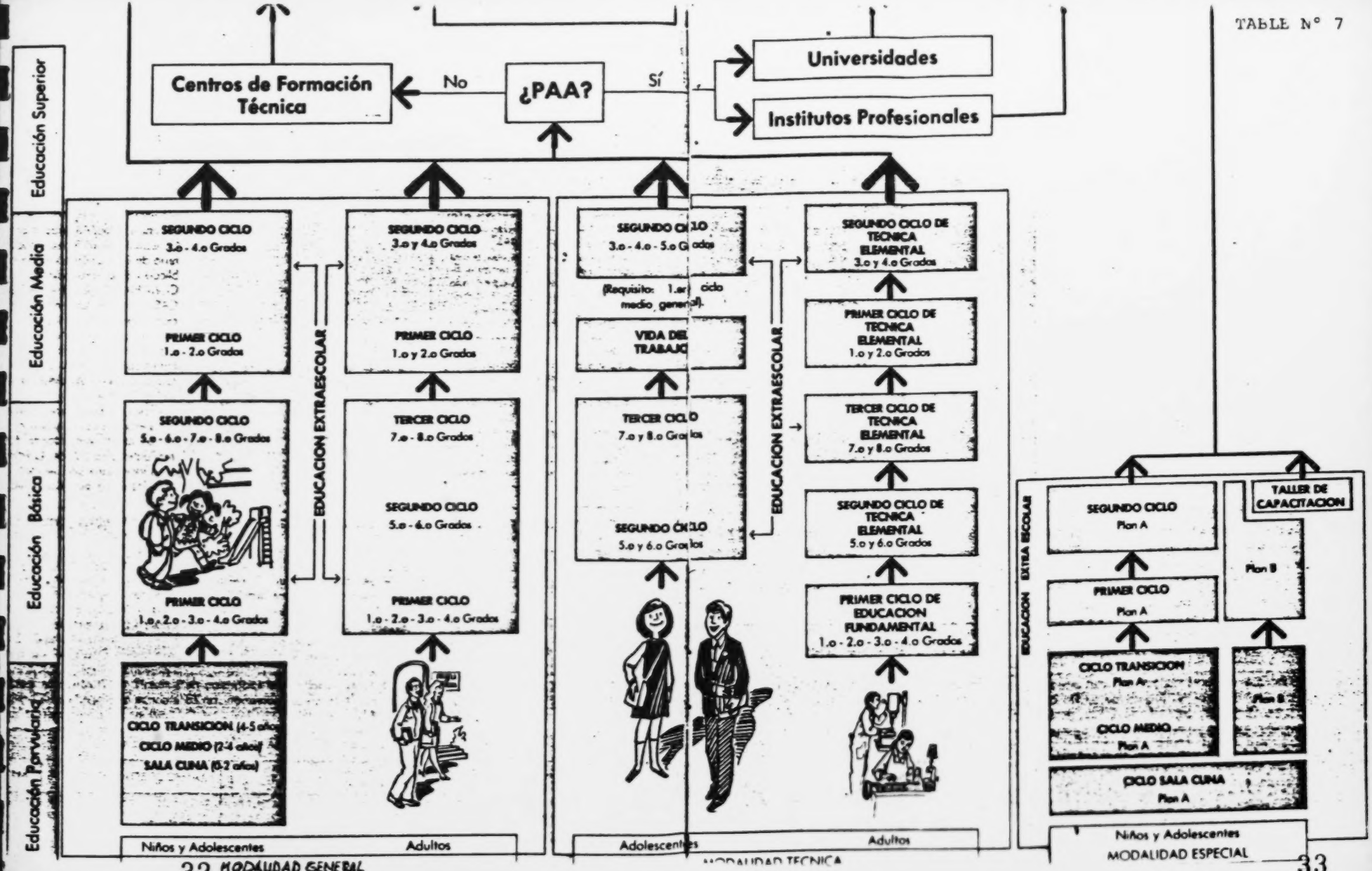
TABLE N° 7

ESTRUCTURA DEL SISTEMA EDUCACIONAL CHILENO
(SISTEMA REGULAR)



16

TABLE N° 7



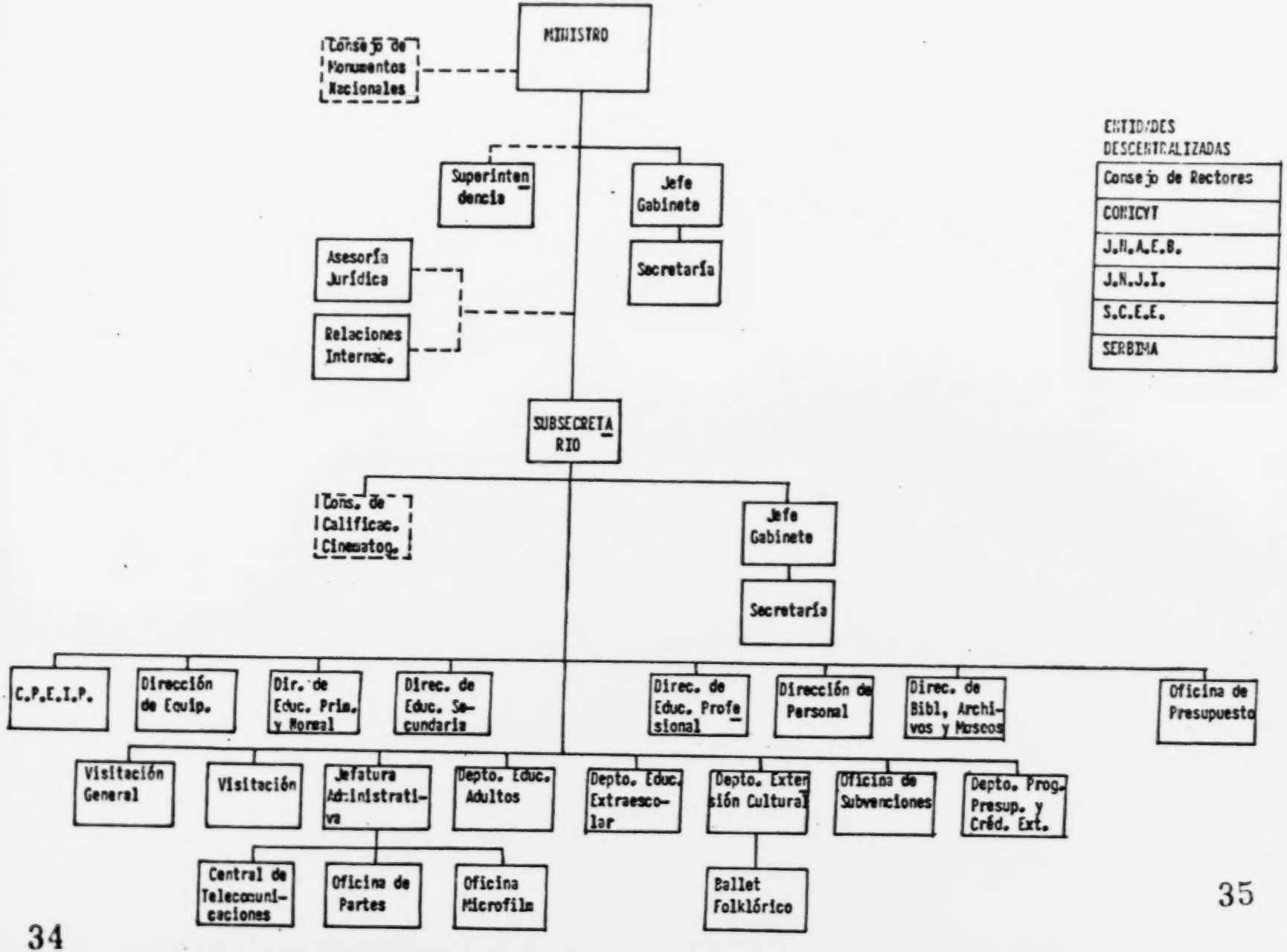
32 MODALIDAD GENERAL

MODALIDAD TECNICA

33

GRAPH N° 7

MINISTERIO DE EDUCACION PUBLICA

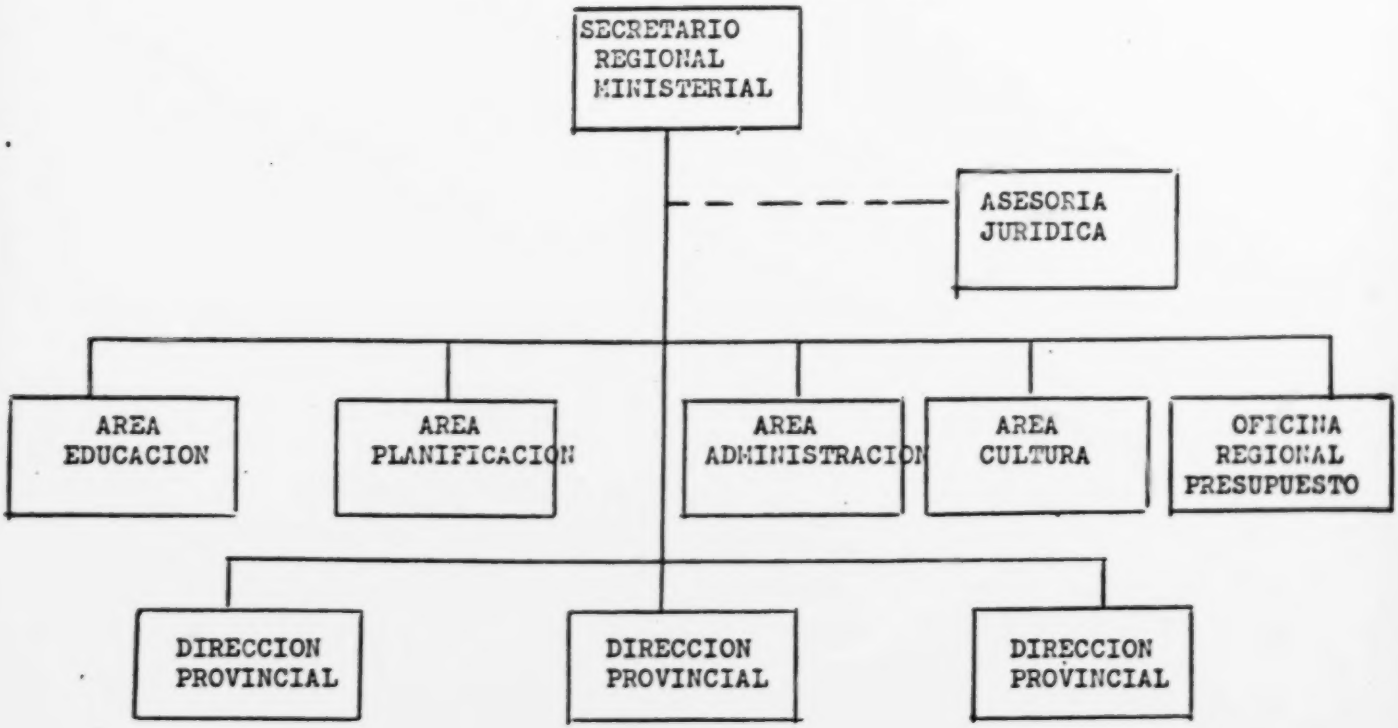


ENTIDADES DESCENTRALIZADAS

Consejo de Rectores
CONICYT
J.N.A.E.B.
J.N.J.I.
S.C.E.E.
SERBIMA

GRAFICO N°

ORGANIGRAMA SECRETARIA REGIONAL MINISTERIAL DE EDUCACION



GRAPH N° 7

ORGANIGRAMA DE DIRECCION PROVINCIAL

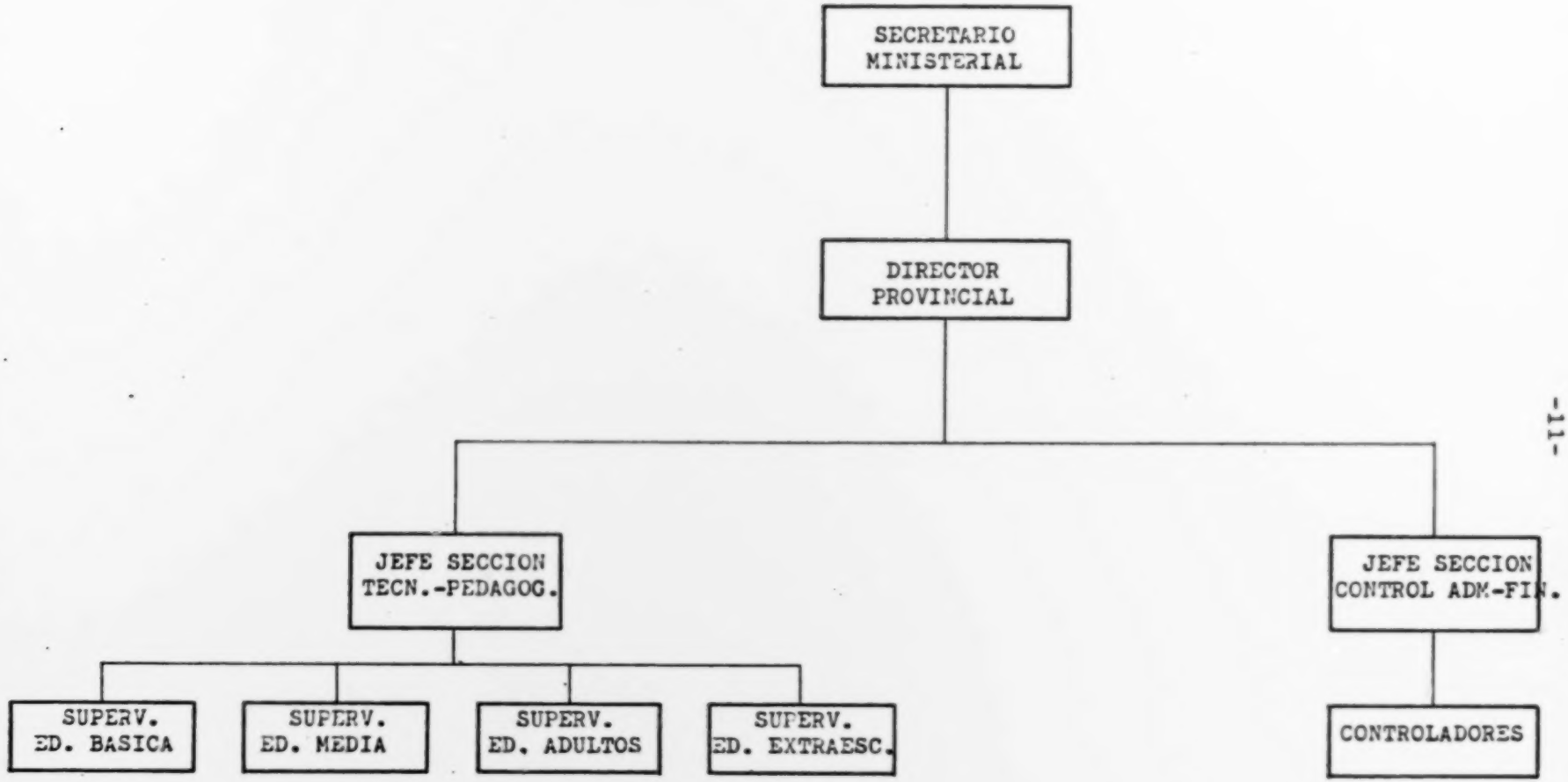


TABLE N° 8

NUMBER OF ORGANISMS OF HIGHER EDUCATION WITH FISCAL AID AND WITHOUT (1984)

	Without Fiscal Aid		With Fiscal Aid		TOTAL	
	No.	%	No.	%		
Universities	3	14.3	18	85.7	21	8.05
University Branches	-	-	12	100.0	12	4.6
Professional Institutes	19	76.0	6	24.0	25	9.6
Branches Professional Institute	6	85.7	1	14.3	7	2.7
Vocational Centers	104	100.0	-	-	104	39.8
Branches Vocatio nal Center	92	100.0	-	-	92	35.3
T O T A L	224	85.8	37	14.2	261	100.0

Fuente: El Sistema Educacional Chileno, La Educación Superior en Chile.

M.J. Lemaitre, I. Lavodos, M. Lavodos, Santiago Chile 1986 pp. 383.

TABLE N° 9

FISCAL EXPENDITURE IN HIGHER EDUCATION COMPARED TOTAL FISCAL EXPENDITURE FOR EDUCATION

Years:	%
1965	30.0
1966	28.9
1967	27.5
1968	28.2
1969	30.4
1970	30.8
1971	31.6
1972	36.0
1973	39.7
1974	40.9
1975	33.3
1976	31.8
1977	36.1
1978	34.4
1979	29.6
1980	28.9
1981	25.7
1982	22.0
1983	19.2
1984	18.4
1985	16.8
1986	16.3

Fuente: Patricio Arriagada A., Financiamiento Universitario 1986, pp. 12 (Trabajo inédito).

GRAPH N° 10.

EVOLUTION OF THE VALUE OF THE SUBSIDY PER STUDENT

ACCORDING TO LEVELS: PRE-SCHOOL, ELEMENTARY (GENERAL AND SPECIAL SCHOOLS)

SECONDARY SCIENTIF-HUMANISTIC AND VOCATIONAL

(in thousands)

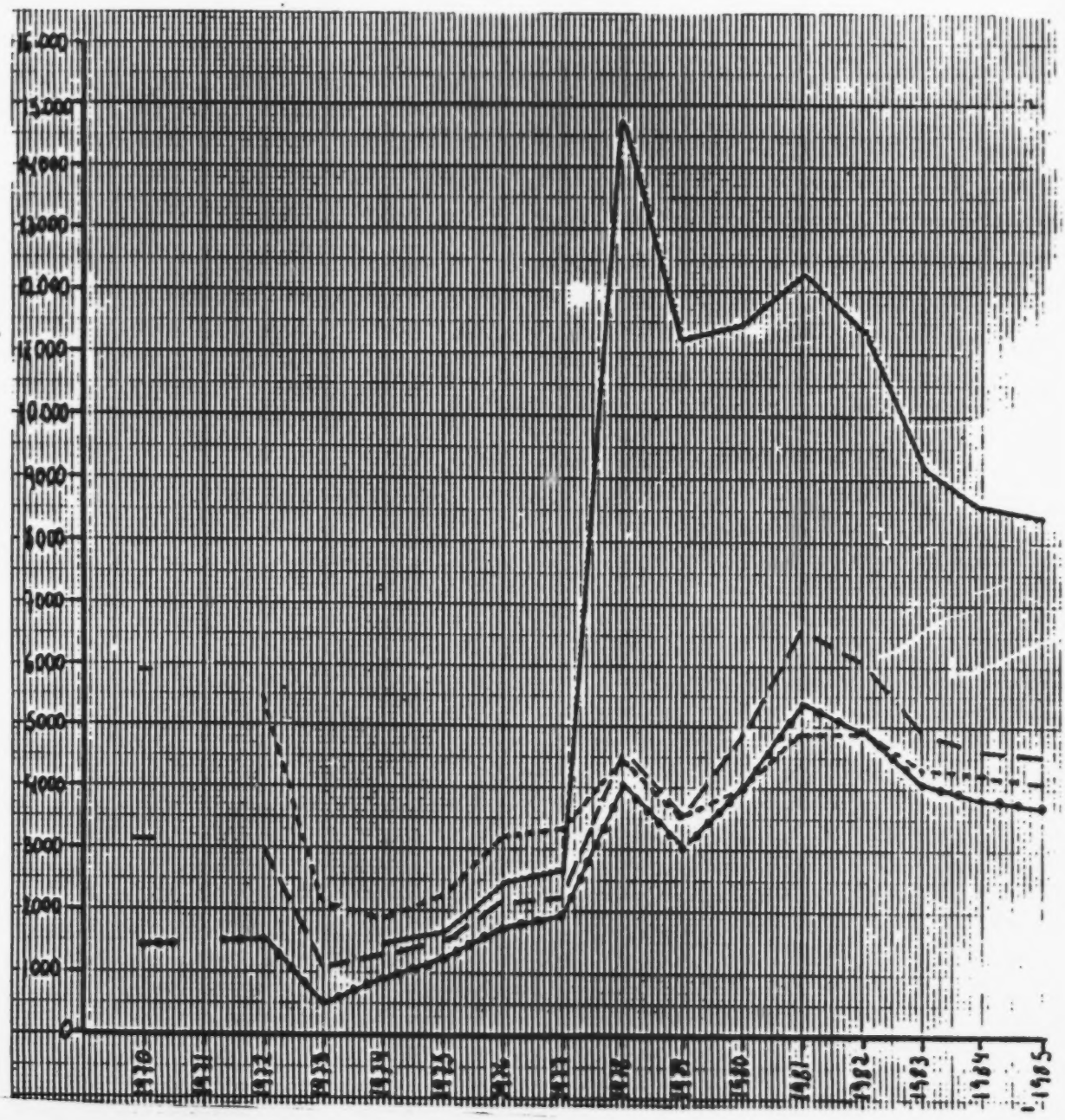


TABLE N° 11.

Community	Enrollment	Remuneration of Teachers (in thousands of $)	Remuneration of Teachers per Student (in $)
Las Condes	15.861	19.919	1.256
Quinta Normal	24.157	20.555**	851
Pudahuel	49.445	40.780	825
Ñuñoa	51.634	55.425	1.073
Providencia	14.585	19.870	1.362
La Reina	8.170	8.597	1.052
Quilicura	2.940	2.282	776
Conchalí	37.774	34.103***	903
Renca	14.004	10.296	735
La Florida	21.809	18.461	846

Figures of August, 1982.

X = 967.90
s = 200.17

* Average to June, 1982.
** Average March-August, 1982.
*** Average to August, 1982.

Fuente: Revista de Economía No. 11, Abril 1983. La educación municipal en el Area Metropolitana. Varas, Carlos; Moreno, Cristián p. 40, 42, 43.